



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

Tolleson Elementary District

9261 W Van Buren, Tolleson, AZ 85353-

No Child Left Behind

Adequate Yearly Progress¹

2004-05 Met

2003-04 Met

2002-03 Met

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

Current Administrator²

Title: Superintendent

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District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	2,608

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	47	12	1	0
4 to 6 years	15	11	0	0
7 to 9 years	3	7	0	1
10 or more years	17	22	0	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

2%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	5%	N/A	10%	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	287	79306	100	99	425	445	16	10	27	18	49	51	7	20
All Students (03-04)	234	75509	100	100	497	521	18	13	34	23	32	33	16	31
Female (04-05)	139	38691	100	99	427	446	12	10	28	18	50	52	10	20
Female (03-04)	121	37013	100	100	505	522	10	12	38	24	32	33	20	31
Male (04-05)	148	40583	100	99	422	445	21	11	27	18	48	50	4	21
Male (03-04)	113	38430	100	99	488	521	27	14	30	22	32	33	11	31
African American (04-05)	31	4041	100	99	435	426	21	17	21	23	37	50	21	10
African American (03-04)	18	3660	100	99	489	496	19	24	44	31	25	28	13	18
Hispanic (04-05)	226	32869	100	99	421	429	16	15	31	25	49	51	4	10
Hispanic (03-04)	193	30486	100	99	495	505	20	18	34	29	30	32	16	21
Asian/Pacific Islander (04-05)	NC	1935	NC	99	NC	474	NC	3	NC	9	NC	48	NC	40
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
American Indian/Alaskan Native (04-05)	NC	4264	NC	100	NC	419	NC	19	NC	30	NC	45	NC	6
American Indian/Alaskan Native (03-04)	NC	4075	NC	100	NC	486	NC	28	NC	34	NC	26	NC	12
White (04-05)	24	36197	100	99	437	463	15	5	10	11	65	53	10	31
White (03-04)	16	35192	100	99	530	534	0	8	20	19	53	35	27	39
Students with Disabilities (04-05)	30	10321	97	100	361	389	71	30	17	27	13	34	0	9
Students with Disabilities (03-04)	26	9708	100	100	436	489	71	32	14	27	14	24	0	17
Students without Disabilities (04-05)	257	69060	100	98	432	454	10	7	29	17	53	54	8	22
Students without Disabilities (03-04)	208	65801	99	98	503	525	12	11	36	23	34	34	17	33
Limited English Proficient Students (04-05)	85	15509	97	100	413	406	16	20	38	30	43	45	3	5
Limited English Proficient Students (03-04)	81	16928	100	100	468	485	50	29	25	33	25	26	0	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	NC	750	NC	NA	NC	499	NC	21	NC	29	NC	30	NC	20
Economically Disadvantaged (04-05)	163	39415	85	96	421	431	19	15	30	25	44	50	6	10
Economically Disadvantaged (03-04)	179	36411	NA	NA	492	503	21	19	36	29	29	32	14	20
Non-Economically Disadvantaged (04-05)	124	39966	100	100	433	459	9	6	21	12	61	52	9	30
Non-Economically Disadvantaged (03-04)	55	39040	NA	NA	509	534	9	8	31	19	40	34	20	39

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	288	79395	0	99	423	446	18	9	34	25	46	55	2	11
All Students (03-04)	233	75492	100	100	501	519	25	12	26	16	38	47	11	24
Female (04-05)	139	38691	0	100	431	451	9	7	34	24	54	57	3	12
Female (03-04)	121	37014	100	100	510	523	16	10	28	15	42	48	14	27
Male (04-05)	149	40618	0	99	415	440	27	11	34	27	38	53	1	9
Male (03-04)	112	38400	100	99	491	516	36	14	24	17	33	47	7	21
African American (04-05)	31	4052	0	100	432	434	21	11	32	29	47	54	0	6
African American (03-04)	18	3665	100	99	501	505	31	20	44	22	6	43	19	14
Hispanic (04-05)	227	32915	0	99	420	426	18	15	36	35	45	47	1	4
Hispanic (03-04)	192	30438	100	99	499	508	24	17	27	21	41	47	8	15
Asian/Pacific Islander (04-05)	NC	1936	NC	99	NC	468	NC	3	NC	14	NC	63	NC	19
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
American Indian/Alaskan Native (04-05)	NC	4271	NC	100	NC	420	NC	15	NC	42	NC	41	NC	2
American Indian/Alaskan Native (03-04)	NC	4081	NC	100	NC	498	NC	25	NC	26	NC	40	NC	8
White (04-05)	24	36221	0	99	435	465	15	4	20	15	60	63	5	17
White (03-04)	16	35177	100	99	521	528	20	8	13	13	47	49	20	31
Students with Disabilities (04-05)	31	10331	0	100	362	388	60	25	32	37	8	34	0	4
Students with Disabilities (03-04)	26	9707	100	100	459	495	69	33	31	21	0	33	0	13
Students without Disabilities (04-05)	257	69139	0	99	431	454	13	7	34	24	51	58	2	11
Students without Disabilities (03-04)	207	65785	99	98	505	522	21	10	26	16	41	49	12	26
Limited English Proficient Students (04-05)	85	15545	0	100	407	399	23	21	43	42	34	35	0	1
Limited English Proficient Students (03-04)	80	16905	100	100	473	489	25	34	75	28	0	32	0	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	NC	763	NC	NA	NC	499	NC	21	NC	30	NC	40	NC	8
Economically Disadvantaged (04-05)	164	39484	0	96	419	429	21	14	34	35	44	47	1	4
Economically Disadvantaged (03-04)	179	36302	NA	NA	499	507	28	18	25	21	37	46	9	14
Non-Economically Disadvantaged (04-05)	124	39986	0	100	433	461	10	4	34	16	51	63	4	17
Non-Economically Disadvantaged (03-04)	54	39164	NA	NA	506	528	18	8	29	13	40	48	13	31

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	288	78869	100	99	421	442	11	6	30	21	55	63	5	10
All Students (03-04)	229	75053	100	99	521	597	22	7	18	12	56	72	4	9
Female (04-05)	139	38536	100	99	438	458	8	4	21	15	64	67	7	14
Female (03-04)	120	36872	100	99	560	621	16	5	11	9	68	74	5	12
Male (04-05)	149	40302	100	99	402	428	14	8	39	26	45	60	3	7
Male (03-04)	109	38109	100	99	474	573	29	10	26	14	41	69	3	6
African American (04-05)	30	4015	100	99	428	430	6	8	33	24	56	61	6	7
African American (03-04)	18	3636	100	99	513	568	25	12	31	16	38	67	6	6
Hispanic (04-05)	228	32606	100	98	419	426	11	8	29	27	56	60	4	5
Hispanic (03-04)	189	30235	100	98	526	575	19	9	17	14	60	70	4	6
Asian/Pacific Islander (04-05)	NC	1925	NC	99	NC	471	NC	3	NC	11	NC	64	NC	22
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
American Indian/Alaskan Native (04-05)	NC	4245	NC	100	NC	423	NC	9	NC	26	NC	61	NC	4
American Indian/Alaskan Native (03-04)	NC	4044	NC	99	NC	550	NC	13	NC	17	NC	66	NC	4
White (04-05)	24	36078	100	99	410	459	15	4	40	16	45	66	0	14
White (03-04)	15	35028	94	99	533	613	33	6	20	10	40	73	7	11
Students with Disabilities (04-05)	31	10246	100	100	313	367	36	18	64	39	0	40	0	4
Students with Disabilities (03-04)	24	9625	100	100	379	530	67	21	17	21	17	55	0	4
Students without Disabilities (04-05)	257	68697	100	98	434	454	7	4	25	18	62	67	5	11
Students without Disabilities (03-04)	205	65428	98	98	533	604	18	6	18	11	59	73	4	10
Limited English Proficient Students (04-05)	84	15339	95	100	406	399	10	11	36	31	51	54	2	3
Limited English Proficient Students (03-04)	79	16765	100	100	438	525	50	17	0	20	50	60	0	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	NC	752	NC	NA	NC	562	NC	9	NC	18	NC	68	NC	5
Economically Disadvantaged (04-05)	162	39106	84	95	418	427	12	8	31	28	53	59	4	5
Economically Disadvantaged (03-04)	175	36077	NA	NA	505	566	28	10	17	16	50	69	5	5
Non-Economically Disadvantaged (04-05)	126	39837	100	100	427	457	7	4	26	14	60	67	6	15
Non-Economically Disadvantaged (03-04)	54	38950	NA	NA	557	618	9	5	20	9	69	73	2	12

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	274	78906	100	99	476	498	22	13	31	19	41	48	6	20
All Students (03-04)	221	76019	100	100	484	499	14	14	52	39	17	14	17	33
Female (04-05)	127	38644	100	99	476	500	16	12	41	19	40	49	3	19
Female (03-04)	109	37207	100	100	488	499	14	12	52	41	13	14	21	33
Male (04-05)	146	40236	99	99	476	497	27	15	24	19	41	46	8	20
Male (03-04)	112	38677	100	100	480	498	13	15	51	38	22	13	14	34
African American (04-05)	23	4087	100	99	469	481	23	20	46	24	31	45	0	11
African American (03-04)	21	3817	95	100	495	475	16	23	42	47	16	11	26	18
Hispanic (04-05)	219	31938	100	99	476	481	22	19	31	25	40	46	6	10
Hispanic (03-04)	166	29458	100	100	476	480	16	20	57	48	15	12	13	20
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	536	NC	5	NC	8	NC	45	NC	42
Asian/Pacific Islander (03-04)	NC	1673	NC	99	NC	531	NC	4	NC	29	NC	14	NC	53
American Indian/Alaskan Native (04-05)	NC	4593	NC	100	NC	467	NC	26	NC	29	NC	39	NC	6
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	466	NC	28	NC	49	NC	10	NC	13
White (04-05)	28	36483	100	99	483	517	24	7	24	13	43	51	10	30
White (03-04)	31	35880	100	100	504	515	7	7	40	32	27	16	27	45
Students with Disabilities (04-05)	27	10664	100	100	427	430	75	42	20	27	5	26	0	5
Students with Disabilities (03-04)	20	9786	100	100	442	457	50	39	42	40	0	7	8	13
Students without Disabilities (04-05)	247	68310	100	98	481	509	17	9	32	18	44	51	7	22
Students without Disabilities (03-04)	201	66233	99	99	487	503	10	11	52	39	19	14	18	35
Limited English Proficient Students (04-05)	59	12573	98	100	468	454	31	27	28	30	34	38	6	5
Limited English Proficient Students (03-04)	68	15206	100	100	435	459	67	31	17	53	17	7	0	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	NC	745	NC	NA	NC	473	NC	22	NC	53	NC	11	NC	15
Economically Disadvantaged (04-05)	167	38679	85	96	474	483	24	20	30	25	40	45	6	10
Economically Disadvantaged (03-04)	154	35714	NA	NA	477	480	16	20	60	47	12	12	13	20
Non-Economically Disadvantaged (04-05)	107	40295	100	100	482	513	16	7	34	13	44	50	6	30
Non-Economically Disadvantaged (03-04)	67	40266	NA	NA	498	513	9	9	36	33	28	15	26	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	273	78908	0	99	464	484	15	10	39	23	45	58	1	9
All Students (03-04)	220	76020	100	100	498	503	27	25	31	23	36	40	7	12
Female (04-05)	127	38644	0	99	467	489	12	8	37	22	51	61	1	10
Female (03-04)	109	37213	100	100	498	504	27	22	26	23	36	42	10	13
Male (04-05)	145	40233	0	99	461	479	17	12	41	25	41	55	1	8
Male (03-04)	111	38666	100	100	497	501	27	29	36	22	35	38	3	12
African American (04-05)	23	4092	0	99	460	473	31	12	15	28	54	54	0	5
African American (03-04)	21	3819	95	100	500	494	32	37	21	26	42	31	5	6
Hispanic (04-05)	218	31940	0	99	463	465	15	16	41	32	43	49	1	3
Hispanic (03-04)	165	29442	100	99	496	494	28	37	34	26	33	31	5	6
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	507	NC	4	NC	13	NC	65	NC	18
Asian/Pacific Islander (03-04)	NC	1672	NC	99	NC	513	NC	12	NC	19	NC	49	NC	20
American Indian/Alaskan Native (04-05)	NC	4569	NC	100	NC	457	NC	18	NC	39	NC	41	NC	2
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	489	NC	48	NC	25	NC	24	NC	3
White (04-05)	28	36502	0	99	473	502	5	4	43	14	52	67	0	15
White (03-04)	31	35890	100	100	501	511	20	15	30	20	37	48	13	18
Students with Disabilities (04-05)	27	10665	0	100	433	423	40	30	45	36	15	31	0	2
Students with Disabilities (03-04)	20	9784	100	100	480	485	67	58	22	19	11	19	0	4
Students without Disabilities (04-05)	246	68312	0	98	467	493	12	7	39	21	48	62	1	10
Students without Disabilities (03-04)	200	66236	98	99	499	504	24	23	31	23	37	42	7	13
Limited English Proficient Students (04-05)	58	12556	0	100	456	436	17	24	52	40	29	35	3	1
Limited English Proficient Students (03-04)	67	15198	100	100	469	483	100	59	0	25	0	14	0	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	NC	743	NC	NA	NC	488	NC	50	NC	28	NC	19	NC	3
Economically Disadvantaged (04-05)	166	38662	0	96	461	468	15	16	41	32	42	49	1	3
Economically Disadvantaged (03-04)	153	35703	NA	NA	494	494	33	37	31	26	31	31	5	6
Non-Economically Disadvantaged (04-05)	107	40315	0	100	469	498	13	5	34	15	53	66	0	14
Non-Economically Disadvantaged (03-04)	67	40274	NA	NA	505	509	15	17	31	20	44	47	10	17

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	272	78750	100	99	482	500	7	6	42	29	51	63	0	2
All Students (03-04)	220	75673	100	100	501	530	16	12	30	25	52	58	1	4
Female (04-05)	126	38586	100	99	499	515	3	4	42	22	55	71	0	3
Female (03-04)	109	37099	100	100	519	548	12	8	25	22	61	64	3	6
Male (04-05)	145	40135	99	99	470	486	11	8	42	35	48	56	0	1
Male (03-04)	111	38441	100	99	484	513	21	16	36	29	43	52	0	3
African American (04-05)	24	4081	100	99	487	488	8	8	31	32	62	59	0	2
African American (03-04)	21	3791	95	99	509	506	26	18	11	29	58	50	5	3
Hispanic (04-05)	216	31841	100	99	480	483	7	8	44	36	48	55	0	1
Hispanic (03-04)	165	29305	100	99	500	507	14	16	34	31	52	51	0	2
Asian/Pacific Islander (04-05)	NC	1802	NC	98	NC	533	NC	2	NC	16	NC	75	NC	7
Asian/Pacific Islander (03-04)	NC	1665	NC	99	NC	573	NC	6	NC	16	NC	67	NC	10
American Indian/Alaskan Native (04-05)	NC	4586	NC	100	NC	481	NC	8	NC	37	NC	54	NC	1
American Indian/Alaskan Native (03-04)	NC	4707	NC	100	NC	492	NC	19	NC	33	NC	46	NC	1
White (04-05)	28	36440	100	99	493	516	10	3	25	22	65	71	0	4
White (03-04)	31	35760	100	99	505	550	17	9	30	21	50	64	3	6
Students with Disabilities (04-05)	27	10622	100	100	412	415	30	21	50	50	20	28	0	1
Students with Disabilities (03-04)	20	9706	100	100	394	462	60	36	20	32	20	31	0	1
Students without Disabilities (04-05)	245	68196	100	98	489	513	5	3	41	25	54	69	0	3
Students without Disabilities (03-04)	200	65967	98	99	509	536	13	10	31	25	55	60	1	5
Limited English Proficient Students (04-05)	59	12504	98	100	466	451	15	12	37	44	48	43	0	1
Limited English Proficient Students (03-04)	67	15115	100	100	441	471	33	26	67	38	0	35	0	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	NC	738	NC	NA	NC	488	NC	23	NC	33	NC	43	NC	1
Economically Disadvantaged (04-05)	164	38558	84	96	479	485	8	8	40	37	52	54	0	1
Economically Disadvantaged (03-04)	153	35541	NA	NA	501	504	15	17	31	31	54	50	0	2
Non-Economically Disadvantaged (04-05)	108	40260	100	100	489	514	7	3	46	21	48	72	0	4
Non-Economically Disadvantaged (03-04)	67	40091	NA	NA	503	550	19	9	28	21	49	64	4	6

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	257	78250	100	99	535	548	30	21	24	18	38	48	8	13
All Students (03-04)	182	75001	100	99	450	468	50	37	36	36	13	16	1	10
Female (04-05)	134	38071	100	99	541	549	25	20	25	19	40	49	9	12
Female (03-04)	77	36846	100	99	450	468	50	36	41	38	7	16	2	10
Male (04-05)	122	40126	99	99	530	547	35	23	23	17	36	46	7	14
Male (03-04)	105	37974	100	99	451	467	49	39	32	34	17	16	1	11
African American (04-05)	21	4058	100	99	551	523	31	32	15	22	38	41	15	5
African American (03-04)	19	3720	100	98	452	446	46	53	38	33	8	9	8	4
Hispanic (04-05)	193	29129	99	99	529	527	32	32	28	23	34	40	6	6
Hispanic (03-04)	133	26675	100	98	446	448	53	52	36	34	11	10	1	4
Asian/Pacific Islander (04-05)	NC	1747	NC	100	NC	589	NC	9	NC	9	NC	50	NC	32
Asian/Pacific Islander (03-04)	--	1575	--	99	--	504	--	18	--	33	--	20	--	29
American Indian/Alaskan Native (04-05)	NC	4996	NC	100	NC	518	NC	36	NC	25	NC	36	NC	4
American Indian/Alaskan Native (03-04)	NC	4731	NC	98	NC	438	NC	61	NC	30	NC	7	NC	2
White (04-05)	31	38320	100	99	563	568	22	12	4	14	61	55	13	19
White (03-04)	26	37785	90	99	472	482	35	25	43	39	22	21	0	15
Students with Disabilities (04-05)	19	9329	100	100	466	454	100	64	0	18	0	16	0	2
Students with Disabilities (03-04)	23	8802	100	100	413	418	90	79	10	16	0	3	0	1
Students without Disabilities (04-05)	240	68996	100	99	540	561	25	16	26	18	40	52	9	14
Students without Disabilities (03-04)	159	66199	97	99	453	472	46	34	38	38	14	17	2	11
Limited English Proficient Students (04-05)	54	10133	100	100	527	488	33	45	31	25	28	28	8	2
Limited English Proficient Students (03-04)	46	11710	100	100	438	429	70	70	30	25	0	4	0	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	11	709	NA	NA	408	442	100	57	0	34	0	7	0	2
Economically Disadvantaged (04-05)	158	33388	88	94	526	530	34	32	26	22	34	40	5	5
Economically Disadvantaged (03-04)	115	29814	NA	NA	449	448	53	53	33	33	12	10	3	4
Non-Economically Disadvantaged (04-05)	101	44937	100	100	555	561	23	13	19	15	44	54	14	18
Non-Economically Disadvantaged (03-04)	67	45170	NA	NA	452	479	46	28	41	38	14	20	0	14

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	256	78302	0	99	502	512	14	11	31	25	54	57	2	7
All Students (03-04)	182	74918	100	99	487	497	33	32	27	19	34	35	6	15
Female (04-05)	134	38071	0	99	508	518	10	8	29	24	58	61	2	7
Female (03-04)	77	36805	100	99	490	501	30	28	28	19	35	37	7	16
Male (04-05)	121	40166	0	99	496	507	17	14	32	26	49	54	2	6
Male (03-04)	105	37936	100	99	484	493	35	35	27	18	33	33	5	14
African American (04-05)	21	4064	0	100	528	498	8	14	15	29	62	54	15	3
African American (03-04)	19	3719	100	98	485	481	38	43	23	21	23	29	15	7
Hispanic (04-05)	192	29152	0	99	494	492	17	17	35	34	47	46	1	2
Hispanic (03-04)	133	26645	100	98	483	478	34	46	28	20	36	27	2	6
Asian/Pacific Islander (04-05)	NC	1746	NC	100	NC	542	NC	5	NC	13	NC	66	NC	16
Asian/Pacific Islander (03-04)	--	1571	--	99	--	521	--	18	--	15	--	38	--	30
American Indian/Alaskan Native (04-05)	NC	4993	NC	100	NC	484	NC	19	NC	38	NC	42	NC	1
American Indian/Alaskan Native (03-04)	NC	4729	NC	98	NC	468	NC	57	NC	19	NC	19	NC	4
White (04-05)	31	38347	0	99	536	531	0	5	17	17	83	68	0	10
White (03-04)	26	37773	90	99	508	511	17	20	30	18	35	41	17	21
Students with Disabilities (04-05)	19	9353	0	100	447	429	60	40	33	38	7	22	0	1
Students with Disabilities (03-04)	23	8801	100	100	449	448	80	75	10	13	10	10	0	2
Students without Disabilities (04-05)	239	69024	0	99	506	524	10	7	31	23	57	62	2	7
Students without Disabilities (03-04)	159	66117	97	99	490	501	29	28	29	19	36	37	6	16
Limited English Proficient Students (04-05)	54	10140	0	100	489	451	22	28	34	43	44	29	0	1
Limited English Proficient Students (03-04)	46	11706	100	100	469	454	40	71	40	16	20	12	0	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	11	706	NA	NA	459	467	75	55	25	22	0	20	0	4
Economically Disadvantaged (04-05)	157	33398	0	94	494	495	18	18	33	35	48	46	1	2
Economically Disadvantaged (03-04)	115	29785	NA	NA	485	477	33	47	29	20	34	26	4	6
Non-Economically Disadvantaged (04-05)	101	44979	0	100	520	525	5	6	27	18	66	66	3	10
Non-Economically Disadvantaged (03-04)	67	45115	NA	NA	489	508	32	23	25	18	34	39	8	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	256	78094	100	99	537	545	5	3	22	18	71	77	1	2
All Students (03-04)	182	74503	100	99	480	491	10	9	38	32	45	51	8	8
Female (04-05)	133	38025	100	99	554	558	2	2	17	13	78	82	3	2
Female (03-04)	77	36686	100	99	492	506	7	5	33	29	52	57	9	9
Male (04-05)	122	40013	99	99	520	534	9	5	27	23	64	71	0	1
Male (03-04)	105	37644	100	98	471	476	12	13	41	36	40	45	7	6
African American (04-05)	21	4037	100	99	564	532	0	4	15	22	85	73	0	1
African American (03-04)	19	3677	100	97	487	475	8	12	38	36	46	46	8	5
Hispanic (04-05)	192	29068	99	99	527	523	7	5	24	27	69	67	0	1
Hispanic (03-04)	133	26500	100	97	471	467	11	13	42	39	41	44	6	4
Asian/Pacific Islander (04-05)	NC	1743	NC	100	NC	577	NC	2	NC	9	NC	82	NC	8
Asian/Pacific Islander (03-04)	--	1566	--	99	--	537	--	5	--	23	--	55	--	18
American Indian/Alaskan Native (04-05)	NC	4981	NC	100	NC	526	NC	4	NC	25	NC	70	NC	0
American Indian/Alaskan Native (03-04)	NC	4695	NC	97	NC	464	NC	14	NC	39	NC	44	NC	3
White (04-05)	31	38265	100	99	582	564	0	2	9	11	83	84	9	3
White (03-04)	26	37606	90	99	522	508	0	6	26	28	61	56	13	10
Students with Disabilities (04-05)	18	9275	100	100	455	444	20	14	40	46	40	39	0	1
Students with Disabilities (03-04)	23	8662	100	100	364	409	63	37	38	42	0	20	0	1
Students without Disabilities (04-05)	240	68892	100	98	542	559	5	2	21	14	73	82	2	2
Students without Disabilities (03-04)	159	65841	97	98	487	499	6	7	38	32	48	53	8	8
Limited English Proficient Students (04-05)	54	10084	100	100	515	474	10	10	27	39	63	50	0	1
Limited English Proficient Students (03-04)	46	11608	100	100	454	430	20	23	50	47	20	28	10	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	11	701	NA	NA	388	449	67	17	33	43	0	38	0	1
Economically Disadvantaged (04-05)	159	33296	89	94	527	527	6	5	25	27	68	67	1	0
Economically Disadvantaged (03-04)	115	29587	NA	NA	479	465	11	14	35	40	47	43	7	4
Non-Economically Disadvantaged (04-05)	99	44871	100	100	556	559	5	2	16	12	76	84	3	3
Non-Economically Disadvantaged (03-04)	67	44898	NA	NA	481	507	8	7	41	28	42	55	8	10

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

Title I School Improvement - Year 1 - A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement - Year 2 - A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement - Year 3 or Corrective Action - A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement - Year 4 or Restructuring (Planning Phase) - A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement - Year 5 or Restructuring (Implementation Phase) - A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Tolleson Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Arizona Desert Elementary School	Underperforming	N/A	Met
Porfirio H. Gonzales Elementary School	Performing Plus	N/A	Met
Sheely Farms Elementary School	Performing Plus	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard, and Exceeds (E) the standard. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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